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ABSTRACT

This first in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competency in selecting opportunities for contacting the public, and in selecting techniques to use during those contacts in order to inform the public about a vocational program or to promote a program. The terminal objective for the module is to develop a school-community relations plan for a vocational program in an actual school setting. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

ED154209

MODULE

G-1

Develop a School-Community Relations Plan for Your Vocational Program

MODULE G-1 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The school in which you teach is physically located within a community. Your salary is paid by taxes paid by members of that community. The students you teach and their families are members of that community. The storekeeper you chat with while picking up a few groceries on the way home from school may be a member of that community. Thus, as a teacher, you are inevitably and unavoidably involved in **school-community relations.**

In order to ensure that these relations are positive and productive, it is helpful to plan in advance what actions **you** can take during the year to develop and promote good school-community relations. Your school or district may have a broad public relations plan. The total vocational program in your school or district may also have such a plan. In addition, you, as an individual vocational teacher, should plan how you are going to tell the community about your program and gain its support and understanding.

This module is designed to help you develop competency in selecting opportunities for contacting the public, and in selecting techniques to use during those contacts in order to inform the public about your program or to promote your program. The other modules in the G category (G–2 to G–10) are designed to give you competency in each of those individual information-giving or promotional techniques.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, develop a school-community relations plan for your vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 25–26 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and the steps and procedures involved in, developing a plan for school-community relations (*Learning Experience I*).
2. Given a case study describing a plan for school-community relations developed by a hypothetical teacher, critique the adequacy of that plan (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Bortner, Doyle M. *Public Relations for Public Schools*. Cambridge, MA: Schenkman Publishing Company, 1972. (Distributed by General Learning Press.)

Reference: Bagin, Donald, Frank Grazian, and Charles H. Harrison. *School Communications Ideas that Work: A Public Relations Handbook for School Officials*. Chicago, IL: Nation's Schools Press, McGraw-Hill Publications Co., 1972.

Reference: Public Relations Guide. Cincinnati, OH: The Procter & Gamble Company, Educational Services, 1975. (Revised 1977)

Reference: American Association of Agricultural College Editors. *Communications Handbook*. Third Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1976.

A teacher experienced in planning and implementing activities to enhance school-community relations whom you can interview.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can develop a school-community relations plan for your vocational program.

A resource person to assess your competency in developing a school-community relations plan for your vocational program.

This module covers performance element numbers 236–239, 248 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

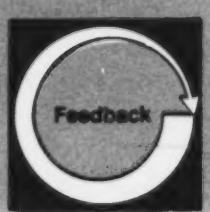
After completing the required reading, demonstrate knowledge of the rationale for, and the steps and procedures involved in, developing a plan for school-community relations.

You will be reading the information sheet, Developing a School-Community Relations Plan, pp. 6–12.

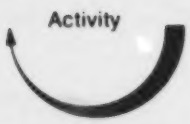
You may wish to read the supplementary references, Bortner, *Public Relations for Public Schools*, pp. 107–137; Begin, Grazian, and Harrison, *School Communications Ideas that Work: A Public Relations Handbook for School Officials; Public Relations Guide;* and/or AAACE, *Communications Handbook*.

You may wish to interview a teacher experienced in planning and implementing activities to enhance school-community relations.

You will be demonstrating knowledge of the rationale for, and the steps and procedures involved in, developing a plan for school-community relations by completing the Self-Check, pp. 13–15.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.



For information on the importance of preplanning specific public relations contacts, the opportunities available for such contacts, and the techniques which can be used to create positive school-community relations, read the following information sheet:

DEVELOPING A SCHOOL-COMMUNITY RELATIONS PLAN

As a vocational teacher employed by a public or private vocational or technical school, you are automatically involved with the public. What you do—and what your students do—will be observed by people in the community, and they will gain impressions and come to conclusions about your program based on what they see and hear. Your concern should be to ensure that the public has accurate information about, and realistic perceptions of, your vocational program. Only in this way can you obtain the kind of informed and intelligent cooperation from the community that will be of lasting benefit to your program.

Assume for a moment that you are not a teacher, but a resident of a particular community, and that all your impressions about the local school system came from the following sources.

- The neighbor boy is a senior at the high school and you see him out of school working with his father on their farm most afternoons.
- A waitress at a local restaurant, who is a student in one of the school's cooperative vocational education programs, was very rude to you when you ate there.
- One of the teachers at the high school lives in your neighborhood, but he never returns your wave when he drives by your yard in his new sports car.
- A seemingly nice young man came to your door selling candy to raise money for some sort of vocational club he belonged to, but you weren't sure it was legitimate so you didn't buy any.

It should be obvious that you could not get a very complete picture from these limited contacts, and worse, you could develop **negative** feelings toward the school system based on such contacts. You already passed up a chance to support the vocational youth organization because of a lack of information. If you were an employer, how receptive would you be toward having your firm serve as a training station for a cooperative student based on your contacts with the neighbor boy and the waitress? Based on what you have seen of your neighbor, the teacher, how supportive would you be of a proposed bond issue to support increased teachers' salaries or new facilities?

In order to ensure that members of the community are aware of, understand, and consequently support the school's goals and activities, it is necessary that they be kept regularly and accurately informed. This can only happen through a plan of systematic contacts—in other words, a **plan** for school-community relations.

Bear in mind, however, that a school-community (or public) relations plan should not be designed to gloss over problems or deficiencies and sell an inadequate product to the public. As a basis for genuine good relations with the public, the school must meet, or be working toward meeting, the following criteria.

- There should be stated goals and objectives (both long- and short-term) for each of the school's courses and programs.
- The teaching staff should be well qualified in training and experience, and professional in attitude and behavior.
- The relationships among teachers, students, administrators, guidance personnel, and support personnel should be open and positive.
- Students should be receiving a sound education designed to meet individual needs, interests, and abilities.

- Classes and other school activities should be carefully scheduled, organized, and monitored so that student behavior problems are minimized.

If your school cannot meet these criteria at a minimal level, then the staff's major efforts should first be directed toward improving school conditions. However, once your school is on its way toward meeting these criteria, there needs to be an effort made to explain and promote your school to the general public.

Developing Your Plan

As an individual vocational teacher, you will probably not be in charge of the school-community relations plan for the whole district, total school, or total vocational program. However, in a more limited way, you should make your own plans for keeping the public informed about your program and its activities.

This does not mean that you are expected to become a public relations expert devoting great blocks of your time to planning and conducting special public relations activities. Rather, you will be involved with the public as part of your normal roles and duties, with some special events devoted particulary to public relations. Your task, then, is to plan ahead to ensure that you make the most of those opportunities and that these contacts create positive relationships between the school and the community.

Your planning should be done in a logical, organized manner, following steps such as the following.

1. Identify what you wish to accomplish through your contact with the public (general goals).
2. Identify programs or program activities which need to be promoted or explained to the public.
3. Identify school or district events through which you can contact the public.
4. Identify other opportunities for contacts with the public.
5. Select techniques to use based on—
   a. type of public relations activity
   b. characteristics of the audience
   c. availability of techniques
   d. availability of resources (money, time, expertise)
6. Schedule events.
7. Identify methods for evaluating the success of your contacts.

General Goals

Your plans should be designed to accomplish the following goals.

- to provide information to the general public concerning the nature of your vocational program(s), i.e., what it is doing and how it is doing it
- to increase the public's understanding of the goals and objectives of your vocational program(s)
- to promote program activities
- to make the public aware of additional program needs
- to gain knowledge about the community and obtain feedback concerning their views about the effectiveness of the vocational program(s)
- to express a philosophy consistent with that of the vocational faculty

School or District Events

One way to contact the public, both formally and informally, is through events which have been planned at the school or district level. By checking the school calendar of events, you can identify which of these scheduled events you would like (or are required) to be involved in. The calendar of events will probably include most of the following types of events.

- Exhibits
- Parent-Teachers Association (PTA) meetings
- School dances
- Sports events
- Homecoming festivities
- Back-to-School nights
- Parent-Teacher conference days
- Open houses
- School concerts, plays, or lectures

- Student award programs
- Graduation ceremonies

It is perfectly possible to attend a football game, a PTA meeting, a play, a graduation ceremony, or a lecture sponsored by the physical science department without mingling with or speaking to anyone except your fellow teachers or a few students. It is equally possible to use such events to meet members of the community and create positive relations by being sociable. One of the goals of your public relations plan might be to use the school events you will attend to become informally acquainted with more members of the community.

You can also use some of these events to more formally bring information to the public. For example, if you are teaching in a secondary school you could ask to be responsible for one of the PTA programs. You could then plan a program designed to explain your program to the public, using student presentations, displays, brochures, slides, or any number of other techniques. This could be presented at your own school or at a feeder school to make parents aware of the programs that will soon be available to their sons or daughters.

Similarly, if an open house is planned, you could use this opportunity to develop a quality presentation or display designed to inform the public, promote the program, or drive home the need for additional programs, supplies, or facilities. For example, a teacher-coordinator of a cooperative vocational education program might prepare a slide-tape for the open house.

The slides could show students enrolling in the program, being placed on the job, and receiving training both on the job and through related classes and student vocational organization activities. The tape could describe the purpose of cooperative programs, the types of training students receive through such programs, the benefits of such training, and the need for additional training stations. Thus, the presentation would be geared to accomplish three things: to inform, to promote, and to create an awareness of a need.

A student awards program is another means for involving the public and creating positive relations. Most school administrators are very receptive to the creation of new awards. Students could be given awards for outstanding skill in an area, superior academic achievement, leadership abilities, or distinguished project work. Family and friends of students receiving awards can then be invited to the award ceremony, and an article concerning the awards given can be submitted to the local newspaper. Such an article can go beyond simply listing the awards. It can also describe what students had to do to earn each award and/or include something about the vocational program. This can be an excellent promotional and information-giving technique.

Programs or Program Activities

Once you have identified the district or school events in which you will participate and tentatively determined what form this participation will take, you can start thinking about aspects of your own program that need to be promoted. If your school has completed a community survey which shows a need for a new program in your area, you should be prepared to help explain this need to the public. If a new program has been installed or if the public has not received adequate information concerning older programs, you should be looking for ways to make sure the public is aware of, and understands, these programs.

If you are involved in a cooperative vocational education program, you must convince employers in the community to provide training stations for your students. Finally, if students in your classes or in a student vocational organization are going to be involved in activities requiring community participation (e.g., a traffic survey), you need to help students publicize these events.

Other Opportunities for Contact

In addition to identifying program activities which may have already been planned, you need to look for other opportunities to involve or inform the public. If, for example, you are an advisor for a student vocational organization, you will be supervising the students in your chapter in developing a yearly program of activities. Public relations activities are usually a major part of this program of activities. In your role as advisor, you need to ensure that students do, in fact, make effective plans for informing the public of the purposes, goals, benefits, and activities of the chapter.

Student vocational organizations offer many opportunities for positive contacts with the public. Consider the following activities which are typical of the types of activities sponsored or carried out by student vocational organizations.

- **a speakers bureau** through which members of the community can contact speakers on various topics
- **a recycling center** where people can bring their newspapers, bottles, or cans
- **a babysitting service** which is available to parents wishing to attend school, club, or special civic events
- **Christmas caroling** from door to door
- **a highway safety campaign** to make community members aware of special safety hazards within the community
- **visits to a local nursing home** to help those who might otherwise be "forgotten" citizens in the community
- **a drug use seminar** to inform members of the community

These types of activities can favorably impress community members but only if (1) they know about them, and (2) the activities are well run. This means there must be adequate publicity and adequate planning and preparation.

Second, you should check your course, unit, and/or lesson plans to identify areas in which instruction could be enriched by involving members of the community in a class presentation or by involving students in the community. For example, you could ask a parent, employer, skilled worker, or other representative of the community to speak to your students on a scheduled topic about which they have particular experience or expertise.[1] Or, you could take students on a field trip to a specific location in the community to enhance their knowledge of a particular topic.

If you are bringing members of the community into your class as presenters or sending students out into the community on individual or group field trips, you are not automatically creating **positive** contacts. For these contacts to be positive, you need to make sure that (1) the persons who are involved are contacted soon enough in advance, (2) these persons are fully informed as to the details of the event (date, time, place, what is expected of them), (3) the students are fully informed as to what to expect, what to look for, and how to behave, and (4) any person who provides such assistance receives adequate and appropriate thanks.

Third, you may be involved in the community yourself, independent of your teaching duties. For example, you may belong to, or be associated with, a local civic group, fraternal organization, service club, governmental body, chamber of commerce, business organization, merchant group, labor organization, trade association, farm association, or union.

You are, of course, under no formal obligation to function as a promotional agent for the school during your private life. However, should questions about the school or vocational program arise during your contacts with members of such groups (and they often do), you should be prepared to respond in an informative and positive manner. Furthermore, should you desire, you might be able to promote your program more actively by presenting a planned program at a meeting of one or more of these groups.

1. To gain skill in using community resource persons in your classroom, you may wish to refer to Module C-20, *Use Subject Matter Experts to Present Information*.

Techniques

Many of the techniques you can use to contact the public have already been mentioned, but these have been primarily informal contacts or contacts through established channels. Such contacts do not require special promotional skills or techniques. However, some of the contacts you make will require that you have special skills. Consider the following techniques.

- Talks and presentations
- Brochures
- Displays
- News releases and manuscripts
- Television and radio programs
- Open houses

The first skill you must possess is the ability to determine which of those techniques to use given a particular situation. For example, if one of your students won national honors in a youth organization contest, what should you do to publicize this fact: prepare a display? . . . write a spot announcement for the local radio station? . . . prepare a news release?

In order to answer that question, you must know (1) what audience you wish to reach, (2) the characteristics of that audience, (3) the medium most likely to reach that audience, (4) the media available to you in your community, (5) the cost involved in using each medium, and (6) the amount of money available to you for such activities. In short, you must be familiar with each medium and know what each can (and cannot) accomplish. Given a situation, you need to be able to select the most appropriate and efficient medium for meeting your needs.

Once you have selected a medium, you need the skill to use that medium competently. For example, if you decide to use a **news article** in the local paper to publicize the fact that one of your students won some national honor, you need to know how to prepare such an article and the procedures for submitting it and getting it printed at an appropriate time. Similarly, there are special skills needed to prepare and deliver a quality presentation, plan and create a television spot announcement, design and construct a display, lay out a brochure, or conduct an open house.[2]

Scheduling Events

A good school-community relations program involves an integrated **plan** or schedule of events. Developing a schedule or **calendar** of planned community relations contacts has several advantages. By indicating on a calendar the school-community relations activities in which you plan to be involved, you can readily identify how **evenly spaced** your activities are. For example, you may have planned five excellent activities, all of which are in the first three months of the school year. It is far better to have activities scheduled throughout the year rather than clustering them all at the beginning or the end.

In addition, you can **coordinate** your schedule with the master calendar for your school or district. For example, one of your scheduled activities may be scheduled during a school holiday or during an extremely busy time such as graduation. Such conflicts may require you to change your plans.

The calendar also enables you to identify **additional activities** that are needed. For example, if you have an open house scheduled on the calendar, you may need to publicize that open house in advance, or you may need to contact other persons who will be involved. These additional activities should also be scheduled.

Your final calendar can be broken down on a monthly, weekly, or daily basis depending on the level of specificity desired. Sample 1 illustrates a **monthly** calendar. When completed, it should show—

- relevant school events, such as holidays, which could affect your plans
- school or district events in which you wish to participate
- special vocational or program events such as a local contest or Vocational Education Week

2. To learn the advantages and disadvantages of each technique and the situations for which each is appropriate, and to gain skills you need to use each technique effectively, you may wish to refer to Modules G-2 through G-7.

SAMPLE 1

SCHOOL-COMMUNITY RELATIONS CALENDAR

Cooperative Vocational Education Program

SEPTEMBER	OCTOBER	NOVEMBER
Sept. 6—School begins Letter to parents welcoming student and describing the program. Bulletin board on vocational youth organization. Article in school newspaper on student-trainee placement. Article in local newspaper on the function of the advisory committee including the names of committee members who will be serving the coming year.	Article in local newspaper and school paper on new officers in vocational youth organization. Send list of student trainees and their training stations to administrators, counselors, and faculty. Presentation at civic organization to explain the program, using several students.	Nov. 24—Thanksgiving Vacation Plan a display on the vocational program to present at the school's open house during American Education Week. Memorandum to school faculty and staff on opportunities for low-cost service by student trainees in various vocational programs.
DECEMBER	**JANUARY**	**FEBRUARY**
Dec. 19-Jan. 1—Christmas Vacation Host parents and employers at school for a holiday coffee hour. Article and photo in local and school newspaper on holiday coffee hour. Distribute brochures on the cooperative program to prospective students, school faculty, current employers, on-the-job instructors, and prospective employers.	Article in school newspaper on procedures for enrolling in cooperative program for the coming year. Appearance of several cooperative students on local T.V. program to discuss the objectives and the successes of the cooperative vocational program.	Present program to one of the service clubs using several students to assist with the presentation. Submit the names of those employers and advisory committee members who have indicated a willingness to be Career Day speakers. Prepare a display and/or present a program in observation of National Vocational Education Week.
MARCH	**APRIL**	**MAY**
March 24—Easter Vacation Help plan and coordinate coverage by local news media on the State Leadership Conference. Advance story in local and school newspaper naming the local business men and women who will act as judges for the State Leadership Conference. Follow-up story in local and school newspapers announcing winners of competitive and special events at the State Leadership Conference.	Present program to local service clubs using several of the cooperative students who competed in the State Leadership Conference. Employer Appreciation Banquet for all cooperative students, their employers, and on-the-job instructors (include school administrators and advisory committee members). Article and photo in local newspaper on Employer Appreciation Banquet.	May 26—last day of classes May 31—end of school Award certificates of achievement to students completing the program. Article in local newspaper about outstanding achievement of students in the program. Special memo to selected school administrators announcing the dollar earnings and other interesting statistics on cooperative students who completed the program.

- school-community relations activities you have planned and other activities needed to carry out those plans

Once your calendar is completed, you should check with the school administrators to make sure that they approve of your plans and that your plans do not conflict with or duplicate activities planned by the school or district.

Evaluating Events

Up to this point, we have been discussing how you can get information **to** the public. but, in fact, these contacts do not always involve simple one-way communication, nor should they. Feedback from your audience is needed in order to determine (1) how successful an activity has been, and (2) how the public views your program so you can plan future contacts.

This feedback may be informal in nature; what is important is that you take steps to gather some sort of feedback from your target audience. For example, if you used a radio spot to advertise an upcoming event, and then the event was poorly attended, you might well probe further to find out why. Perhaps your event conflicted with another event. Perhaps the spot was broadcast at a time when few members of your target audience were listening. Perhaps the quality of the announcement itself was poor. By contacting a few members of the target audience who did not attend, you might be able to identify the problem and improve your promotional efforts for future events.

Furthermore, the feedback you gather from members of the community, informally or formally, in the course of a presentation can alert you to areas which need more attention. You could discover that the public is unhappy with some aspect of the vocational program, that they have misconceptions about the purposes of a particular course, or that they are not sold on the need for a proposed change. Once alerted, you can make plans to provide the public with the information they need to more fully understand (and support) your vocational program.

For more information on the teacher's role in contacts with students, colleagues, and parents, you may wish to read Bortner, *Public Relations for Public Schools*, pp. 107–137.

For more in-depth information on public relations, you may wish to read one or more of the following supplementary references.

- Bagin, Grazian, and Harrison, *School Communications Ideas that Work: A Public Relations Handbook for School Officials*. This book is designed for school administrators; however, it is very straightforward, readable, and full of tips on communicating with the public (or anyone) which are applicable to teachers as well as administrators.
- *Public Relations Guide*. This is a compilation of materials presented at a public relations seminar sponsored by Procter & Gamble. It contains succinct and readable guidelines for setting up a public relations effort, working with the media, planning and publicizing special events, etc.
- American Association of Agricultural College Editors, *Communications Handbook*. This is a book designed for those who want or need to communicate educational information to others. It covers basic concepts of communication and gives detailed information on making speeches, writing newsletters and news articles, planning exhibits, using radio and television, etc.

You may wish to arrange through your resource person to meet with and interview a teacher experienced in planning activities to promote the vocational program or to inform the public. You may wish to ask this teacher some of the following types of questions.

- What general activities does he/she use each year?
- What activities has he/she planned to handle special needs or concerns which have arisen?
- What activities or techniques, if any, have failed to achieve their purpose?
- What tips can he/she give you to help you succeed in your efforts?
- How does he/she get feedback on the success of activities?

The following items check your comprehension of the material in the information sheet, Developing a School-Community Relations Plan, pp. 6–12. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. As a teacher, you are hired to teach. School systems are filled with professional educators who are trained to design effective educational programs. Why, then, must you spend valuable time explaining, justifying, and selling your program to the public?

2. If you are working in a school or school system that has a public relations staff which plans a full program of school-community relations activities, does this mean you need not make plans of your own for promoting your vocational program? Why, or why not?

3. There is a saying that "no news is good news." In terms of school-community relations, is this saying accurate?

4. If you attend a school basketball game, are you promoting good school-community relations? Why, or why not?

5. Within your own present situation (pre- or inservice), identify three opportunities you have for promoting vocational education in general or a specific vocational program.

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. First of all, your duties as a teacher are not limited to "teaching," as such. There are other responsibilities which are attached to that role: keeping records, supervising extracurricular activities, contributing to the profession through membership in professional organizations, and keeping up to date professionally. As a professional, you should also be interested in serving the best interests of your clients. The members of the community are your clients. They are the ones who elect the board of education and whose taxes pay your salary. They go to you for training or send their children to you to be educated, and they have a very real right to have a say in what the educational program should be.

   To ensure that your objectives and those of the community are in harmony, it is essential that you make an effort to keep them informed as to what your program is doing and is trying to do. In addition, since many vocational activities involve the community in some way (e.g., student employment, home visits, youth organization activities), it is especially crucial that you, as a vocational teacher, work to gain the support of your public and to promote your program activities.

2. Even if your school has an excellent public relations staff, you still have your own responsibilities for building good school-community relations. It is still up to you to **identify** promotional needs for your program so that the public relations staff will know what areas they need to cover. In addition, they may not handle **all** public relations efforts. You may still be expected to handle the promotion of some of your minor program activities.

   Finally, some of the most successful contacts you will make with the public are the informal contacts: conversing at school events, answering questions at a PTA coffee hour, or explaining a program to a neighbor. The public relations staff cannot fill this role for you. The creation of good school-community relations is in some way the responsibility of each member of the school staff. A public relations staff can help ensure that the job is done thoroughly and professionally, but they cannot do a truly effective job unless every other staff member contributes.

3. To a certain extent, this statement has some truth in it. It is often true that some members of the community will never even notice the schools unless there is trouble of some sort. For example, persons living near a school may not pay much attention to its activities until students begin to park their cars on the lawns in the neighborhood. However, in a more important sense, there is no such thing as "no news" where schools are concerned. The schools are filled with students who live in the community. Their behavior, their progress, their performance, their comments will all reflect on the school to some extent. If this is the only kind of information the public receives, their views of the school may be dangerously inaccurate. If the public is expected to **support** the schools, then they must be provided with adequate information about the goals and activities of the schools and their programs.

4. Your mere attendance at a basketball game does not guarantee the creation of good school-community relations. More is needed. If you handle yourself unprofessionally, show poor sportsmanship, ignore students who are breaking school rules, or are unfriendly or rude to the people seated near you, then your attendance at the game could create negative relations. In order to promote positive relations, you need to make an effort to relate to others at the game in a friendly and professional manner, and to offer help as needed.

5. There is no model answer for this item, but you should have been able to generate at least three opportunities for promoting or informing. A preservice teacher, for example, may be an executive in a student vocational organization. This role would afford him or her many opportunities for promoting vocational youth organizations. An inservice teacher would have innumerable opportunities for contact: making home visits, attending school events, conduct-

ing program activities, supervising youth organization projects, placing students on the job, etc.

And again, don't forget the informal contacts. The misconceptions about vocational education are numerous (e.g., "vocational students are kids who aren't bright enough to go to college"). If you make an effort in your informal contacts to paint a more accurate and positive picture of vocational education, then you have taken a big step toward creating good school-community relations.

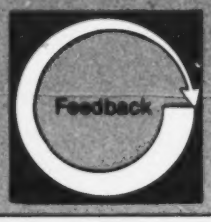
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing a School-Community Relations Plan, pp. 6–12, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case study describing a plan for school-community relations developed by a hypothetical teacher, critique the adequacy of that plan.

You will be reading the Case Study, p. 20, and writing a critique of the school-community relations plan described.



You will be evaluting your competency in critiquing the school-community relations plan by comparing your completed critique with the Model Critique, pp. 21–22.

Read the following Case Study describing how Ms. Gordon, a first-year teacher, developed her plan for school-community relations. As you read, try to determine what Ms. Gordon is doing right and what she is doing wrong. At the end of the Case Study are some questions. Use these questions to guide you in preparing a written critique of Ms. Gordon's performance in developing her plan.

CASE STUDY

Ms. Gordon is a first-year vocational teacher who is determined to make her first year of teaching a success. She considers herself to be a professional and, as such, realizes there is more to teaching than class instruction. One of her professional goals is to work to improve school-community relations. Accordingly, she sat herself down early in the school year, calendar in hand, to develop a plan for school-community relations.

First, she considered program needs. Basically, the program seemed adequate . . . except for the equipment. A lot of the equipment was old and, in some cases, was no longer commonly used on the job. However, she had been told by other teachers that her predecessor had fought so hard on this issue the previous year that she had seriously alienated many people in the community. Ms. Gordon had been told that she should make do with the present equipment and let the public think all was well if she wanted to gain community support. She decided to take that advice.

Next, she considered her course and unit plan activities. She was able to think of three areas for which a guest speaker could be used, and one topic for which a field trip would be appropriate. She noted the approximate dates of these activities on the calendar and made a mental note to start asking around to identify possible speakers and field trip sites in the community.

Third, Ms. Gordon considered what opportunities for contact she had outside the school. She was already getting very involved in church activities; that would help. And there were a couple of other civic and service organizations she'd been invited to join. She'd have to consider those. She made another mental note to look out for opportunities to speak to local groups about vocational education in general and her specific goals for her program.

Whoops, she'd almost forgotten the craft association convention in February. Her students would be completing major projects of their own design in February. She made a note to contact the exhibit chairperson to see what sort of exhibits were being planned, and to inquire if her students could exhibit and explain their projects as part of the program.

Finally, she considered the activities of the student vocational organization. Their program of activities included a number of community service projects; she'd seen to that. Then, too, they had planned a number of fund raising events and would be competing in a couple of contests. Those things would need to be publicized. Fortunately, though, she didn't need to do anything about that, because the club had a public relations committee who would see to all that.

Her calendar was still pretty empty, so she thought some more about it. Those projects her students were doing—maybe she could arrange to have them displayed locally. Maybe she could even get the students and their projects on a five-minute public service spot on T.V. She'd have to check that out. She'd also have to check with her administrator to see if he had any ideas on the subject and to make sure he approved of the plans so far.

Ms. Gordon stacked the calendar and her notes on her other school stuff so she'd remember to bring them to school. She felt pretty good about her initial efforts, but she knew she'd have to build on the plan as the year progressed if she was going to meet her goal for improving school-community relations.

What has Ms. Gordon done right or wrong so far? How adequate are her plans? What areas, if any, has she overlooked? How well did she do in selecting techniques to use?

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Ms. Gordon has made a noble first effort, and overall she has not done too bad a job. Her planning **procedures,** however, were stronger than her **results.** The fact that she bothered to plan in advance, and that she considered what could be done in a variety of areas, is a strength. Some of the decisions she reached as to what could (or should) be done constitute a weakness. Perhaps her greatest strength, and one which may help her succeed ultimately, is the fact that she does not consider her plans to be complete. She recognizes the need to watch for other opportunities during the year and to modify her plans accordingly.

She indicated that she planned to contact a number of sources to locate opportunities: her administrator, civic and service organizations, and persons who could suggest guest speakers. However, she could have tapped more sources **before** planning. For one thing, she should have probed more deeply into the facts surrounding her predecessor's "alienation" of the public. If new equipment is desperately needed (and it seems to be), then she should make that cause one of her chief concerns during the year.

By determining exactly **who** her predecessor alienated and **how,** she could take steps to systematically undo the damage done and to sell the public on this very real need. This, of course, would have to be done with the approval and support of the school administration. The decision she made—to let the public think all was well—is a poor decision. By lulling the public into thinking there is no problem, it will be doubly difficult to sell them on the idea of new equipment later . . . when the equipment is even older.

Without seeing her course and unit plans, one can't be completely sure, but she seems to have done a decent job of identifying opportunities in these plans for community contacts of a constructive nature. If she follows up on her plan to locate speakers and a field trip site, these should be good tools for public relations. Likewise, if she follows up on her plan to look for opportunities to speak to local groups, she will have identified another useful public relations tool.

Her plans for having students display their projects, if possible, at the craft association convention is excellent. However, in this area and in general, she has failed to consider the power of **informal** contacts. In her contacts with civic and service organizations, and others outside the school, she has looked primarily for opportunities to make **formal** presentations. She completely overlooked the possibility for creating positive relations with the public at school events. She never even considered the area of school events in planning her schedule.

As far as the student vocational organization is concerned, she is only halfway there. It's good that she made sure they included community service projects in their program of activities, but she is wrong to leave all publicity up to the public relations committee. As an advisor, it is her responsibility to supervise and monitor its activities. Had she included both school events and club activities on her calendar, it would not have been so blank, and she would have a means for making sure these events were not neglected or forgotten.

Her solution for filling in her blank calendar was not very adequate. For one thing, she's expecting a great deal from projects she hasn't even seen yet. Assuming the students do prepare worthy projects, her ideas may be feasible (though a five-minute T.V. spot may be stretching it some). However, the key problem here is that instead of identifying key opportunities **throughout** the year, she is clustering much of her effort around these February projects.

Finally, she hasn't really considered a **wide** range of techniques to use. She clings pretty closely to presentations and displays. Nor has she considered her audience. At no point has she attempted to discover who her public is or what their general characteristics are. At no time did she ask herself what target audience she needed to reach, nor did she select techniques based on this information.

But, all in all, she's off to a valiant start. If she continues to search for opportunities and to seek advice, she may yet arrive at a plan which will help her meet her goal: to work toward improved school-community relations.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing a School-Community Relations Plan, pp. 6–12, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While working in an **actual school situation,*** develop a school-community relations plan for your vocational program.

As you fulfill your teaching duties, develop a written plan for developing positive school-community relations. This will include—

- identifying what you wish to accomplish through your contacts with the public (general goals)
- identifying school or district events through which you can contact the public
- identifying programs or program activities which need to be promoted or explained to the public
- identifying other opportunities for contacts with the public
- selecting techniques to use
- scheduling events
- identifying methods for evaluating the success of your contacts

Arrange to have your resource person review your written plan.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 25–26.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in developing a school-community relations plan for your vocational program.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Develop a School-Community Relations Plan for Your Vocational Program (G–1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher:						
1. identified the general goals he/she wished to accomplish in the area of school-community relations	☐	☐	☐	☐	☐	☐
2. identified vocational programs or program activities which needed to be promoted or explained to the public	☐	☐	☐	☐	☐	☐
3. identified the target audience(s) that needed to be reached	☐	☐	☐	☐	☐	☐
4. identified opportunities for contacting the public, such as:						
a. attendance at school or district events	☐	☐	☐	☐	☐	☐
b. promotion of student vocational organization activities	☐	☐	☐	☐	☐	☐
c. involvement in the community and in civic or service organizations	☐	☐	☐	☐	☐	☐
5. obtained suggestions from others in the school and community concerning methods for creating good school-community relations	☐	☐	☐	☐	☐	☐
6. identified the media available in the community which could be used to contact the public	☐	☐	☐	☐	☐	☐
7. selected a variety of media and techniques to use	☐	☐	☐	☐	☐	☐
8. selected media, techniques, and activities which were appropriate for:						
a. the objective to be achieved	☐	☐	☐	☐	☐	☐
b. the audience to be reached	☐	☐	☐	☐	☐	☐
c. the vocational philosophy espoused by the faculty at the school	☐	☐	☐	☐	☐	☐
d. the resources available	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
9. prepared a schedule of the planned contacts and activities	☐	☐	☐	☐	☐	☐
10. obtained administrative approval of the planned schedule of activities	☐	☐	☐	☐	☐	☐
The schedule:						
11. included events scheduled fairly evenly throughout the school year	☐	☐	☐	☐	☐	☐
12. was planned so that the teacher's plans did not conflict with major school or community events or holidays	☐	☐	☐	☐	☐	☐
The teacher:						
13. identified methods for getting feedback on the success of his/her promotional and information-giving contacts with the public	☐	☐	☐	☐	☐	☐
14. identified methods for getting feedback from the public concerning additional areas about which they needed more information	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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